

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 018 FEB -5 PM 2:27 Place date stamp here. </div>
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Latexo ISD	113905		
Vendor ID #	ESC Region #		
	6		
Mailing address		City	State ZIP Code
P.O. Box 975		Latexo	TX 75849-
Primary Contact			
First name	M.I.	Last name	Title
Sandy	I	Simpson	Elementary Principal
Telephone #	Email address		FAX #
(936) 222-5343	ssimpson@latexoisd.net		(936)544-5332
Secondary Contact			
First name	M.I.	Last name	Title
Lena	J	Kelsey	Technology Director
Telephone #	Email address		FAX #
(936) 222-5731	lkelsey@latexoisd.net		(936)544-5332
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Stacy	K	Easterly	Superintendent
Telephone #	Email address		FAX #
(936) 544-5664	seasterly@latexoisd.net		(936) 544-5332

Signature (blue ink preferred)

Date signed

 2-1-18
Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 113905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

I

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 113905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 113905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 113905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 113905

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 113905

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Latexo Elementary 113-905-101

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

We are a small rural school with 54.9% of our students economically disadvantaged and a great lack of business and industry in our area. We initially considered a BYOT program. We quickly found out in the first two weeks of a pilot that some students simply have access to greater technologies than others do, which again places some of our students at a learning disadvantage. We realized the only true way to obtain our goal of equality was to provide similar technologies to all of our students.

Meetings are conducted regularly to discuss what is and isn't working in getting us to our goal and where we want to be. These meetings are made up of the superintendent, campus principals, technology director, instructional technologist, and business manager. Having already been involved in a technology lending program, we realized the success of any program is in direct correlation with the attitudes and commitments of its leaders. We strive to give ownership of any endeavor we pursue to all people involved in making the program a success. Being such a small school, we have the advantage of making changes almost instantaneously with the ease in the ability to take a bold step forward in the direction that will lead us to success. The campus principal, technology director, and instructional technologist conducts walk-through evaluations to discover what technologies are being used, how they are being used, and where learning as a whole falls in the SAMR Model. Teachers and administrators meet regularly for staff development, planning, vertical alignment, and progress monitoring. There is also a time set aside for teachers to discuss with administrators the effectiveness of using the different technologies in their classroom, what they need for students to be successful in their subject areas, and what possibilities are foreseen for future growth.

If awarded this technology lending grant, it would enable us to accomplish our goal of providing equality in learning for all of our students. We already have the groundwork in place since we have been working on this particular vision since 2012. All statutory and TEA requirements have been discussed and evaluated at length to aid in our vision. Latexo Elementary is applying for the Technology Lending Grant to loan students the equipment necessary to access and use electronic instructional materials anytime, anywhere. This grant would allow us to provide Chromebooks and iPads to all students in 3-6th grade and Life Skills so that they have equitable access to engage in meaningful learning at home. This grant will allow us to send Chromebooks home with the purpose of providing learning opportunities digitally beyond the classroom. This grant is supportive of our district goal to provide every student at Latexo ISD with an equal opportunity to learn through powerful experiences and become aware of the vast opportunities laid before them.

Latexo Elementary has chosen Chromebooks as the device we will issue to students in the general education setting for numerous reasons. First, our teachers expressed a strong desire to have all students on the same operating system with the same type of device. This will allow the teachers to effectively use the technology as a tool to deliver digital content, rather than spending time figuring out how to get a variety of devices to do the same thing in different ways. Students will also be able to collaborate and support one another with troubleshooting, even when they are off campus. Chromebooks are an ideal choice for delivering digital curriculum to students because they have a robust battery that will stay charged for long bus rides, or evenings when they may not have access to a charger as well as the fact that a fully charged battery can last the entire school instructional day. They weigh just over three pounds, so they can easily be transported from class to home. They fully boot up in seconds, have a full size keyboard and screen, and have built in WIFI capability. Chromebooks are clearly the most economical way to put high quality technology in the hands of students so that they may access digital instructional materials anytime, anywhere.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 113905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

We have selected iPads for students in the Life Skills classroom because of the robust selection of apps available to support their IEP goals and objectives. The students are easily able to use the touch-screen interface to interact with their device and move about the room with their device.

As a direct result of this grant, students who are economically disadvantaged or have disabilities will have equitable access to lending technology. The grant program will allow the purchase of Chromebooks, iPads, protective cases, licenses, and warranties. We will add these to chromebooks our district has guaranteed for the 2018-2019 school year. The iPads for students in the Life Skills classroom will be able to be issued to each student and travel between school and home each day, therefore ensuring that all students will have 24/7 access to digital content.

Latexo ISD is currently meeting the needs of families in our rural community with T-Mobile and Verizon hotspots. These devices are provided to families of enrolled students so that they may access digital learning resources 24/7 from home or while off campus at a low cost.

Latexo Elementary is committed to excellence and uses technology as a tool to empower learning to reach different types of learners. We have a technology replacement plan in place committed to spending local funds to replace old and unreliable technology every year with new innovative solutions. We also commit IMA funds to aid in obtaining a successful 1:1 program, however with Proclamation 2019 having such a large ELA adoption, IMA and local funds will be insufficient to provide the technology necessary to meet the needs of our students while off campus. We realize students don't learn the same way they did just 15 years ago; therefore we must implement new strategies to better enable all students to be the leaders they were created to be.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 113905			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$3300	\$0	\$3300
Schedule #9	Supplies and Materials (6300)	6300	\$45220	\$0	\$45220
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$48520	\$0	\$0
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$48520	\$0	\$48520
Administrative Cost Calculation					
Enter the total grant amount requested:					\$48520
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$7278
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 113905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	132 Chrome Management Console \$25ea	\$3300
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$3300
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$3300

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 113905		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	
	132 Chromebooks including 2 year warranty \$285ea = \$37620	
	132 Bags for chromebooks \$30ea = \$3960	
	7 iPads with 2 year apple care \$478ea = \$3346	
	7 iPad cases \$49ea = \$294	
Grand total:		\$45220

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 113905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 113905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds																
County-district number or vendor ID: 113905										Amendment # (for amendments only):						
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.																
Student Category	Student Number	Student Percentage	Comment													
Economically disadvantaged	76	55.1%														
Limited English proficient (LEP)	3	2.17%														
Disciplinary placements	0	0%														
Attendance rate	NA	95.8%														
Annual dropout rate (Gr 9-12)	NA	DNA%														
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.																
School Type:		<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter				<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
Students																
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total		
2	2	1	1	32	29	28	43	0	0	0	0	0	0	138		

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Schedule #13—Needs Assessment

County-district number or vendor ID: 113905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our needs assessment began in January 2012 when our technology planning committee met to discuss the Latexo ISD Long-Range Technology Plan. Using data from the Texas Campus STaR Chart, our inventory system and survey, we analyzed the current status of technology in the district and determined future needs. We conducted experiments with BYOD and school issued devices, and found that school issued devices resulted in much higher teacher satisfaction and student achievement. We then set a goal to become 1 to 1 with every student being issued a personal technology device. As far as our technology lending equipment that is currently available to students, we have Chromebooks which are loaned to students in grades 7-12. Grades 3-6 have carts with class sets. The Life Skills class has only 2 older-model iPads for 7 students.

After several years of increasing technology devices in the hands of students, several needs have become evident. A second that has been identified is that our 3rd - 6th grade students need residential access to technology devices. The teachers and administrators would like to extend our current high school lending system down to those grade levels so that those students can continue to access instructional materials at home. We currently have classroom sets. We need to purchase more devices so we have enough for every student to take home. We also need to purchase protective cases for the devices purchased with these grant funds, which is essential to sustaining the lending technology while transporting between home and school for those grade levels. Another need that has become evident is the equality of access to technology, regardless of a child's disability. Students in the self-contained life skills class would greatly benefit from being able to continue their learning at home with familiar devices and programs from school. With only 2 iPads available, we are simply not able to meet their needs at this time. The additional iPads will also need strong, protective cases to ensure protection from damage during transportation to and from school.

Based on the results of the call out survey to student's homes and the input from teachers and administrators, we have prioritized grades 3-6 and Life Skills for the Chromebooks, iPads, and protective cases because they are the grade levels and classrooms most in need of residential access to instructional materials.

Schedule #13—Needs Assessment (cont.)**For TEA Use Only**

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By TEA staff person:

County-district number or vendor ID: 113905		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	All students in grades 3-6 need to take home a Chromebook to access instructional materials while off campus.	This grant would provide the opportunity to purchase enough Chromebooks so that every student in grades 3-6 would be able to take home a Chromebook.
2.	All students in grades 3 through 6 need protective cases in order to sustain the lending technology while students are off campus.	The implemented grant program would provide the protective cases that are essential for sustaining the lending technology while students have their school issued devices off campus.
3.	All students in Life-Skills special education classes need to take home an iPad to access instructional materials while off campus.	This grant would provide the opportunity to purchase enough iPads so that every student in Life Skills would be able to take home an iPad.
4.	All students in Life-Skills special education classes will need protective cases in order to sustain the lending technology while students are off campus	The implemented grant program would provide the protective cases that are essential for sustaining the lending technology when students have their school issued devices off campus.
5.	The devices will need additional licenses and warranty to be managed through the admin console.	This grant will allow us to purchase the necessary licenses and warranty to fully support, protect, and manage the devices when they go off campus.

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Schedule #14—Management Plan					
County-district number or vendor ID: 113905				Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1	Elementary School Principal	The elementary principal has all state certifications relating to the position, experience with technology initiatives, and a strong desire to support the grant with the elementary students and teachers. She holds a Master's Degree in Educational Technology Leadership.			
2	Technology Director	The technology director has experience in budgeting management, maintaining inventory, repair of devices and troubleshooting, and network management.			
3	Instructional Technologist	The instructional technologist holds a current teaching certificate and a Master's degree in Instructional Technology. She has experience working with teachers and students on the implementation of technology.			
4	Superintendent	The superintendent has all state certifications relating to the position, experience with technology initiatives, and a strong desire to support the grant with the community and school board. She understands the importance of technology integration for student success.			
5	Lead Teacher	The 5 th grade Reading teacher has all state certifications relating to the position, and she stands out as a leader in technology through her attendance at statewide conferences, leadership in local technology based professional development, and integration of technology in her classroom.			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone	Begin Activity	End Activity	
1	Every student in grade 3-6 will use a dedicated device to access electronic materials.	1. Purchase Chromebooks and iPads & cases.	05/01/2018	05/31/2018	
		2. Set up/update google accounts.	06/01/2018	06/30/2018	
		3. Check out a personal device/case to every student.	08/01/2018	08/31/2018	
		4. Teachers will receive instruction for implementation.	06/01/2018	08/31/2018	
		5. Students and parents will receive instruction.	08/01/2018	09/30/2018	
2	Every student in life skills will be able to access electronic materials from their home.	1. Purchase additional iPads	05/01/2018	05/31/2018	
		2. Set up accounts and apps.	06/01/2018	06/30/2018	
		3. Digital curriculum will be accessed from home.	08/31/2018	08/31/2019	
		4. Students will utilize apps from home.	08/31/2018	08/31/2019	
		5. Provide technical support.	08/31/2018	08/31/2019	
3	Students take advantage of opportunities for academic advancement.	1. Provide a more rigorous/diverse curriculum	08/31/2018	08/31/2019	
		2. Increased participation in distance learning.	08/31/2018	08/31/2019	
		3. Collaboration in Project Based Learning.	08/31/2018	08/31/2019	
		4. Mastery of UIL academic competitions.	08/31/2018	08/31/2019	
		5. Enrollment in online courses.	08/31/2018	08/31/2019	
4	Students will demonstrate mastery of the Digital Citizenship strand of TEKS.	1. Students will receive instruction	08/31/2018	08/31/2019	
		2. Students will pass examinations	08/31/2018	12/31/2018	
		3. Students will receive instruction	01/01/2019	08/31/2019	
		4. Students will pass examinations	01/01/2019	05/31/2019	
		5. Students will receive instruction	06/01/2019	08/01/2019	
5	Students will increase academic achievement scores	1. Annual benchmark scores	11/01/2018	02/01/2019	
		2. iLearn progress monitoring	08/31/2018	08/31/2019	
		3. iStation progress monitoring	08/31/2018	08/31/2019	
		4. STAAR scores	04/01/2019	08/01/2019	
		5. Report card grades	08/31/2018	08/31/2019	

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 113905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To monitor the project, the grant coordinator will create a Google Form to be accessed from our school website for the teachers, students, and parents/guardians to provide feedback. This will be a survey of multiple choice and short answer questions designed to evaluate the effectiveness of the program and collect information for continuous improvement. The data from the surveys will be collected and analyzed by the instructional technologist, who will collaborate with the grant coordinator to develop solutions for project improvement.

Technology observations are conducted by the campus principals, technology director and instructional technologist. These observations and evaluations provide insight as to the electronic resources being used in class and an idea of how digital resources are being used at home as well.

The results from the observations along with any recommended adjustments are presented at the monthly administration meetings with the principals, superintendent and key administrators. After collaborating with the administration team, any adjustments in the project are communicated to the teachers at faculty meetings. This is precisely where being a small school district has tremendous advantage; we can turn on a dime. We use social media, our call out system and district website to communicate any changes and/or information to the parents and members of the community. Everyone at Latexo Elementary is well accustomed to being flexible, communicating with teams, and problem solving to meet the needs of our students.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Latexo ISD was featured as a cover story in Houston County Life Magazine for the move toward an all-digital curriculum and one to one technology goal. We budget every year for new technology. We do have a 5-year technology replacement plan in place as well.

The grant funds will coordinate seamlessly with our current district initiative by expanding the current 1:1 program for getting technology into the hands of our students at school and home. This grant will also allow Latexo Elementary to maximize the effectiveness of our current technology plans by providing the funds to ensure that all students will have equitable access to technology, including economically disadvantaged students and students with disabilities.

Members of the Latexo ISD Technology Team will also meet with campus and district administration monthly to coordinate efforts and maximize effectiveness of grant funds. We will review input from teachers, students, and parents/guardians to guarantee the success of the project.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 113905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Feedback form for teachers, parents, and students.	1.	Teachers report they are highly satisfied.
		2.	Students report they are highly satisfied.
		3.	Parents report they are highly satisfied.
2.	Principal and Technology Evaluations	1.	Principal observe devices being used to access electronic materials
		2.	Technology observations indicate electronic material usage
		3.	Lesson plans show planning for home and school use of devices
3.	Inventory of devices and student enrollment	1.	Digital inventory system accounts for all devices
		2.	All students in the 3-6 grade will have equitable access to Chromebooks
		3.	All students in Life Skills Special Ed will have equitable access to iPads
4.	Community meetings	1.	Community gives feedback about if it is working for their household
		2.	Community seeks to expand upon existing program
		3.	Program coordinator always available for any concerns and/or comments.
5.	Analysis of student achievement	1.	Significant improvement of STAAR scores
		2.	Improvement in class grades and teacher assessments.
		3.	Increase in progress monitoring and intervention program scores.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Latexo Elementary will use Google Forms to identify teacher, student, and parent/guardian concerns. These forms will be sent out periodically and will provide feedback to help identify any problems that may occur during the grant period. In addition to forms, the grant coordinator is available via phone and email as well. This data will be highly valued as on ongoing means to strengthen and improve the project.

Student information data such as academic achievement and attendance will be collected by campus principals. We will also incorporate principal walkthroughs and observations of technology usage and lesson plan data in our program evaluation. Our campus principal, instructional technologist, and technology director will collaborate to analyze the data, communicate the results to administration at the monthly meetings, and provide solutions to the teachers directly.

If problems arise that are more urgent, all of the teachers involved with the grant are familiar with the Helpdesk feature of our school's website, which is maintained by our technology director. Our teachers also have the cell phone numbers of both the technology director and instructional technologist for immediate troubleshooting assistance. Our students will also be able to call the technology department's telephone number for troubleshooting.

Also, four high school students are committed to being on the Student Technology Advancement Team (STAT). These students are trained by the district's technology director to help other students troubleshoot any technological problems that may occur. They have a dedicated period in the school day where they perform computer hardware repair and troubleshooting support for their fellow students and teachers. They also provide firsthand accounts of how the grant program is going in the classrooms so that we can adjust the program to best meet the needs of our students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 113905

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Latexo ISD currently utilizes funds from the Instructional Materials Allotment for our 1:1 program. This grant is very timely considering IMA funds will not be available for student device purchases this year because of the strain of the large ELA adoption that is coming in this biennium. This amount has remained consistent for the past several years. The Chromebooks that were funded with IMA will seamlessly integrate into this grant program. This grant will also fund cases for the devices purchased with the grant funds in order to transport devices between school and home. We are currently meeting the need for internet access at home with the low cost WiFi devices. This grant will bridge the gap so the students without technology equipment at home will be able to access electronic instructional materials 24/7.

We have also already focused staff development on using devices in the classroom. For the past 6 summers, our teachers have participated in technology based professional development and training. We send 10 teachers to TCEA Conference every year to bring back the latest strategies and ideas for technology integration, and teach their fellow teachers each year during staff development.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 113905

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's mission states "ensure that all Latexo students have access to a quality education that enables them to achieve their potential and fully participate now and in the future in social, economic, and educational opportunities..." This lending program clearly aligns with the mission of Latexo ISD in that it enables students to have a connection to the highest quality, most up-to date electronic resources. This lending program allows our students educational opportunities beyond the confines of a traditional classroom in that they will have 24/7 access to fully participate in digital communities, analyze the latest research, and access online instructional materials.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 113905

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At Latexo Elementary, we have students who do not have technology devices suitable for engagement in meaningful learning, supported by digital materials through robust connectivity at home. The Chromebooks and iPads purchased through this grant will be used at home to connect with MiFi devices that the school district already provides to families at a low cost. We have contracts in place with Verizon and T-mobile to accommodate the varying service and coverage areas in our rural community. This grant will allow students to use the robust technology devices that are guaranteed to work for their curriculum and school projects while at home.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 113905

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This lending program aligns with many of our current curriculum, instruction, and classroom policies. In all of the grade levels to be served by the grant, we have adopted digital curriculum such as STEMscopes and *digits* Math. Both programs are completely online and 100% aligned to the TEKS. We also utilize iStation in all grade levels and in the life-skills classes. Teachers rely heavily on students to be able to access their digital textbooks and resources online, even when students are not on campus. This lending program will ensure that every student has a dedicated device.

Latexo Elementary has also ventured into incorporating more project based learning instructional models. Technology lending equipment is essential for this endeavor as students are free to explore issues that are timely, relevant, and of high interest. Students use the loaned technology to collaborate, communicate, and create authentic projects to demonstrate learning of state standards and 21st century skills.

Finally, the classroom management practices we already use perfectly align with this lending program. We hold our students to high expectations of digital citizenship and internet safety. Our teachers provide direct instruction on these subjects, and students are accountable for their online behavior. We have both educational and discipline policies in place for students who misuse loaned technology privileges.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students in grades 3-6 also have an adopted digital math curriculum that is 100% aligned to the TEKS. In all of the grade levels to be served by the grant, we have adopted STEMscopes as our fully-digital science curriculum. Both programs are completely online and 100% aligned to the TEKS. Life Skills teachers utilize a variety of apps and programs to monitor student progress. Teachers rely heavily on students to be able to access their digital textbooks and resources online, even when students are not on campus. This lending program will ensure that every student has a dedicated device.

All elementary students also use programs such as iLearn, iStation, Reading Eggs, and Spelling City to provide intervention and progress monitoring. Students will be able to continue their learning and practice after school and on the weekends with the loaned computers issued through this lending program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 113905

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently our school has a dedicated 100 MG connection to the internet with an access point in every classroom to ensure connectivity for students while on campus. Our students are protected behind a firewall on premise as well as sitting behind an additional firewall at our education service center. All chromebooks and iPads are content filtered for appropriate material both on and off campus, anytime, anywhere.

The instructional technologist is housed on campus and is available to provide technical support for students and staff five days a week. She employs an open door policy to ensure our students are taken care of. Students also have protected email accounts and are able to contact technical support while off campus. Both the instructional technologist and technology director were teachers before taking on this role, and understand the needs in the classroom. They both strive to make themselves available as much as possible.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 113905

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Chromebooks and iPads will be checked out directly to the students at the beginning of the school year following parent meetings conducted to explain the use and care of the devices. Any questions or concerns student or parents may have will be answered by campus administration and technology staff. All device assignments will be entered in our inventory management system. The technology director will be in charge of all device assignments.

Our STAT (Student Technology Advancement Team) students under the direction of the technology director ensure all devices are maintained and stay in good working order. These students are taught how to troubleshoot problems and replace malfunctioned or damaged hardware on devices. STAT is available for support 2 hours a day, and the technology director is available for support 5 hours a day.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will provide an in-house insurance program that will cover the cost of repair due to accidental damage. The premiums collected will be dedicated to purchasing replacement parts to maintain the technology lending devices. All devices will be checked out at the beginning of the school year and checked back in at the end of the school year and recorded in our inventory system. All devices will be checked thoroughly via a checklist and documented on a return form. If the device is damaged, the cost of repairs will be covered through the insurance program.

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